

1974

The utilization of paperbacks in high school libraries

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The utilization of paperbacks in high school libraries

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Abstract

The major purpose of this paper was to illustrate how and why librarians utilized paperback books in their media centers, discover the reasons why librarians failed to utilize paperback books, and encourage media personnel to make a more extensive use of paperback books.

THE UTILIZATION OF PAPERBACKS IN HIGH SCHOOL
LIBRARIES

A Research Paper
Presented to the
Faculty of the Library Science Department

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

Betty Cornelius

June 28, 1974

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Chapter 1

INTRODUCTION

"Give each child a paperbound book or two to begin his school year. Let him understand that he may have any other paperbound book in the library by the simple expedient of trading a book he has for a book he wants. Then schedule him twice each week for the opportunity of book borrowing, and if our experiences at the Maxey and Garnet-Patterson schools has been any guide--stand back and enjoy the sight of children reading."¹

Media directors are always interested in providing materials that their clientele will use. In previous research paperback books have been proven popular with the high school students.² To show the reasoning behind the use or non use of paperback books the researcher used the results of the 1970 American Library Association Paperback Book Survey and devised a survey to show the utilization of paperback books in the overseas schools.

PURPOSE OF THE PAPER

The major purpose of this paper was to illustrate how and why librarians utilized paperback books in their media centers, discover

¹Daniel N. Fader and Elton B. McNeil, Hooked on Books: Program and Proof (New York: Berkley Publishing, 1968), p. 55.

²John T. Gillespie and Diana L. Spirt, The Young Phenomenon: Paperbacks in our Schools (Chicago: American Library Assn., 1972), pp. 6-14.

the reasons why librarians failed to utilize paperback books, and encourage media personnel to make a more extensive use of paperback books.

Chapter 2

LITERATURE SEARCH

It has become apparent that paperback books are assuming a greater importance in the field of education. The researcher found many periodicals and books emphasizing the utilization of paperback books in the media center.

POSITIVE ASPECTS OF LITERATURE SEARCH

What are the major reasons given by high school librarians for their utilization of paperback books? The table shown below lists their reasons for using them.

Table 1. Major reasons for using paperback books in high school libraries (1970)*³

Rank	High School Libraries
1	Less expensive than hardcover books (33%)
2	Students like them (30%)
3	Many paperbacks unavailable in hardcover (26%)
4	Practical for short-term loans (23%)
5	Require less space than hardcovers (3%)
6	Do not have to be processed (2%)

*Figures total more than 100% because some respondents indicated more than one factor to be important.

Let's take a closer look at the reasons given for the utilization of paperbacks. Probably one of the most important reasons given is the

³Ibid., p. 35.

fact that students like them and will use them. One of the features that attracts them is the expensive and graphic design on their covers. Just ask the local bookstore owner or a publisher the effect that good covers have on the sale of paperback books. The compact size, weight, and the fact that it is less formidable for the reluctant reader encourages students to select a paperback over a similar hardcover copy.

The average paperback book costs between one-sixth and one-half the cost of the same book in hard covers. The cost of Bury My Heart at Wounded Knee written by Dee Brown in paperback is \$1.25 while the hardbound edition is \$10.95. The Hobbit written by J. R. R. Tolkien is 95¢ in paperback and the hardbound edition costs \$4.95. Kurt Vonnegut's book Slaughterhouse Five is \$1.95 in paperback and \$6.00 in hardbound. A reference book, Columbia-Viking Desk Encyclopedia costs \$1.95 in paperback and \$10.95 in hardbound. This is an important factor today because economy is necessary now more than ever in today's education.

The first appearance of many books are now in paperback editions. A count of one monthly issue of Paperbound Books in Print found that approximately 20 percent of their paperback announcement that month to be originals. This is especially true of books on modern drama, modern poetry, and science fiction. The many books published right after the occurrence of any major event such as the "Moon Shot" or the assassination of any major political figures are in paperback.

The shelving of paperbacks is very easy since one can place them in wall racks or free-standing spinners traditionally used for promoting

paperback sales in corner drugstores or any other place where space is at a premium.

Paperback books do not require complete and detailed cataloging as the table following will show. High school students can be trained to do some of the cataloging. The tables show the amount of cataloging and processing 280 high school librarians did for their paperbacks.

Many of the schools are using paperback books with textbooks or using them to replace textbooks. This is especially true in English, social science, and "mini" courses. Hooked on Books, written by Daniel Fader and Elton McNeil, which is being used in many high schools, advocates that all teachers carefully search their disciplines to discover where they can use any paperback book which has special application to their study area.

Let's look at the different ways that high schools are now utilizing paperback books.

One of the most extensive uses of paperback books would be found in the Canron High School library in Plymouth, Michigan. This library has as much as 90 percent of its collection in paperback books.

Plymouth is a fast-growing community and to accommodate their growth the school district adopted an education park concept.

Bertha Green, director of libraries, for the Plymouth schools, decided to try a new plan. Why not purchase only paperback books for the new schools? Hardcover editions would be purchased only when the book was not available in paperback. Some of the reasons given for

Table 2. Percentage of paperbacks (except for prebound) fully cataloged in the school library (1970)⁴

Number	None	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	No Answer
280 (High)	19.3	20.7	2.2	1.8	+	2.9	+	1.1	1.8	3.9	28.6	16.9

⁴Ibid., p. 75.

Table 3. Elements used in processing paperbacks NOT fully cataloged (1970)*⁵

	High Schools	Rank Order
Ownership marks	54.6	1
Book pocket	50.0	3
Book card	55.0	2
D.D.C. (nonfiction)	25.7	4
Author letter	20.3	7
Shelflist card	22.8	6
Inventory list	21.4	5
Author card in card catalog	14.5	8
Title card in card catalog	14.29	9
Subject card in card catalog	10.71	10
No answer	10.71	

*The percentages do not necessarily add up to 100% because some respondents checked more than one element.

⁵Ibid.

their purchase were 1) the many studies made of paperback books seem to indicate that they have a great appeal for the young people and 2) the initial low cost of the paperback book. The processing of the books was done by the central office. They found that the processing of a paperback could be done at the amazing low cost of 10 cents per book compared with 60 to 80 cents for hardcovers. The processing was very limited and included only the author and title card. The books were not reinforced in any way.

The book shelves were designed by Remington Rand and consisted of special wire mesh book racks. This type of display facility was used because it gave a maximum display of the paperback books in the hopes that this would increase their use. The hardcover books were housed above the paperback book on the same subject. They were treated as reference books and did not circulate.

Paperback jobbers were responsible for holding up the full operation until late October. After the book order was sent in, the jobbers returned them with the stipulation that the school must order a minimum of five copies per title. The staff had to redo the entire order to fit the jobbers' demands.

This library will be evaluated by the amount of student usage it receives. Cost and space savings are very important but the real value of this type of library will be in how well the students use the facilities.⁶

⁶"Paper Experiment," American Libraries, January, 1973, pp. 11-12.

A high school library in Jackson, Mississippi, uses paperbacks to stock best sellers. They display their paperbacks by placing them face up on narrow shelving which they have painted orange, purple, and green. They are supported by a free-standing bookcase made of rubber inner tubes stapled to wood.⁷

In Waterville, Maine, the high school devotes part of its main corridor to paperbacks. The only processing done on the books consists of an identification mark. They don't have to check them out and are encouraged to return them or replace them. This seemed to help ease the problem of theft. They are trying a program of buying paperbacks in multiple copies in preference to multiple hardcovers.⁸

In Virginia, at a high school library, they use paperbacks in the reference and regular high school collection. The students checked out their copies of paperbacks before they would check out their hardback copies. A paperback is the price of admission to the National Honor Society play and these are donated to the library.⁹

Many new schools are purchasing paperback books as a means of stretching their high school budgets. When Hillcrest High School opened in 1968 the librarians decided to purchase the entire 4,000-title catalog of Hertzberg-New Method. They chose this catalog because

⁷Gillespie and Spirt, p. 46.

⁸Ibid.

⁹Ibid.

it offered a well-rounded selection and the permabound versions had the Dewey Decimal numbers furnished. They did very limited cataloging and processing of their books and what was done was done by student assistants with directions given by the librarian and secretary. They did purchase some permabounds but found the extra cost was not necessary because a paperback served the purpose just as well and besides the permabounds were stolen more than the less expensive paperbacks. Table 4 shows the figures for fiction and nonfiction hardback and paperback books.¹⁰

Table 4. Circulation figures for fiction and nonfiction hardback and paperback books

	<u>Nonfiction</u>		<u>Fiction</u>		Percent of Paperbacks in Circulation
	Hardcover	Paperback	Hardcover	Paperback	
Day 1	91	49	21	30	41
Day 2	132	69	27	28	38
Day 3	116	60	18	38	42
Day 4	108	64	17	28	42
				Total	<u>42</u> 41%

The Hillcrest media staff feels that this purchasing was the right choice because it brought the volume count up quickly and gave the faculty more source material, the students more reading material, and it is still functioning well.

¹⁰Elizabeth Hult, "Paperbacks at Hillcrest High School," Top of the News, 25:425, June, 1969.

Many paperbacks are being sold in high schools because they are a very successful money-making project. The majority of paperbacks in the high schools are sold in the school store. Usually this school store is operated by the English teachers, Business Education teachers, or the student government. When the sale of paperbacks are the responsibility of the high school library it is a part of the total program or a joint effort by the P.T.A. or a Library Club project. Usually the students conduct the sale of paperbacks with the librarians' supervision. List price is charged for books and the profit goes to the library.

NEGATIVE ASPECTS OF LITERATURE SEARCH

Many high school librarians have serious objections to the use of paperback books. The table following lists the reasons for the lack of use or limited use of paperback books by high school librarians.

One of the reasons given for the lack of use or limited use of paperback books was the lack of adequate selection aids. If a librarian cannot find reviews for paperback books this factor will act as a deterrent in the ordering of paperback books. There are few sources that publish reviews of books that are originally published in paperback book form. Booklist, Library Journal, and New York Times Book Review do occasionally publish paperback reviews. There are many publishers' catalogs available but librarians have been told time and time again in media selection classes that this is the poorest way to select books.

A principal selection tool for paperbacks is Paperbound Books in Print. This is an alphabetical listing of title, author, and subject. Paperback Books for Young People: An Annotated Guide to Publishers and Distributors is a new publication that has appeared on the market to guide librarians to helpful selection sources. It was published in 1972 by the American Library Association. This book includes a section which contains a brief discussion and an annotated listing of selection aids for high school libraries.

Table 5. Percentage of schools that cited various reasons for the lack of use or limited use of paperbacks in their libraries (1970)*¹¹

Reason	High School Libraries
Lack of adequate selection aids	9%
Lack of quality titles	8%
Poor service from book dealers or wholesaler	9%
Poor service from publishers	3%
Processing costs outweigh initial savings	26%
Few circulation possible	30%
Impossible to "keep track" of them unless they are fully catalogued	28%
Students don't take proper care of them	34%

*Figures total more than 100% because some respondents cited more than one factor.

Poor service seems to be another reason librarians refrain from purchasing paperback books. The majority of school librarians prefer to

¹¹Gillespie and Spirt, p. 36.

secure their books from a regular book jobber or by ordering them directly from the publisher. The main reason for using these sources seems to be that the librarians feel that they represent sources for quality paperbacks. Many distributors were not really interested in supplying the small amount of paperback books that some librarians needed and this resulted in needless delay and in many cases refusal of service. Hopefully, this problem will solve itself because more publishers are entering the field since paperbacks are becoming a very profitable business. It is often difficult to secure an up-dated and accurate list of paperback book publishers because so many are constantly merging or have gone out of business. The book mentioned above, Paperback Books for Young People: An Annotated Guide to Publishers and Distributors, includes an introduction to the leading publishers of paperbacks and their imprints in its first part. The second part consists of a list of paperback distributors in the United States and their services. This book would be very valuable in helping the librarian secure worthwhile paperback books.

Other common criticisms of paperback books include 1) the students don't really take the proper care of a paperback book, 2) you can't keep track of them unless you fully catalog them and this factor alone outweighs the savings you secured with your initial investment because of the amount of time and money involved in cataloging, and 3) paperback books can be circulated only a few times before they must be discarded. It seems that all of these criticisms derive from the fact

that librarians insist on comparing paperback books to hardcovers. Each type of book has its own strengths and weaknesses and librarians should treat each type of book separately.

The problem of durability of paperback books seems to be one of the major reasons librarians will not purchase paperback books. The answer to this problem may be found in a comment that Frances Henne made on book usage: "No one ever complains when the covers get knocked off 100 baseballs, but what a commotion if we have to throw away 100 books a year." Books are expendable but the results of reading are permanent.¹²

In Hooked on Books Daniel Fader indicated the usage given to paperback books:

For three years now we have been using paperback books and nothing but paperbacks at the Maxey School. For 280 boys our library has 2,200 titles and 7,500 volumes including titles in class-size sets available to all teachers. No group of boys anywhere is more capable of destruction or more willing to destroy. Yet we have failed utterly in what appeared to be one of our simplest testing objectives: to determine the average life expectancy of a paperback book when that book is circulated repeatedly among hands unaccustomed to giving or receiving gentleness. As far as we can tell, our books seem likely to last forever. Read heavily, handled incessantly, they are proving virtually indestructible--not mind you, because they can't be ripped or destroyed, but because they have become something of value to the boys and are treated accordingly.¹³

¹²Judith Higgins, "Great Paperback Mystery," Top of the News, November, 1967, p. 73.

¹³Daniel N. Fader and Elton B. McNeil, Hooked on Books: Program and Proof (New York: Berkley Publishing, 1968), p. 53.

INTERNAL SUMMARY

The positive reasons for utilizing paperbacks are considerably more valid than the negative reactions toward paperbacks.

Few circulations possible, processing cost outweighs initial savings, impossible to keep track of them unless fully catalogued, failure of students to properly care for them are the major reasons given by librarians for their failure to utilize paperbacks. All of these complaints against paperback books do not warrant serious consideration because they fail to take into consideration the unique quality of paperback books.

True, a paperback doesn't have as many circulations as hardbounds, but the average wear of a paperback is eight to ten circulations.¹⁴ A hardbound would have to receive fifty to one hundred circulations to match the economical cost per circulation of a paperback book. Paperbacks are expendable and should be discarded when they become threadbare.

The processing of paperbacks should be kept to a minimum. "Swap Shelves," where patrons are invited to trade their paperback books for ones they haven't read doesn't require any processing. If the media personnel feel that paperbacks do require some processing and cataloguing they need only the bare minimum.

¹⁴Dominic Salvatore, The Paperback Goes to School (New York: Bureau of Independent Publishers and Distributors, 1972), p. 84.

Librarians should take a serious look at their objections to paperback utilization. All types of media do have some objectionable features but when the reasons for the lack of utilization are seriously questioned it is time for librarians to re-evaluate their reasoning.

Chapter 3

QUESTIONNAIRE'S RESULTS

The results of many types of research show overwhelming evidence of the acceptance of paperbacks by the majority of high school librarians and students. To satisfy the writer's curiosity about our school systems' acceptance of paperback books a survey was conducted of their utilization in the overseas school system.

Our school system is located in Europe and is under the direction of the Department of Defense. They hire the number of administrators and teachers that are necessary to run their schools. The students served by these schools are children of military personnel, embassy officials, and American businessmen.

The schools that participated in this survey are located in Turkey, Germany, England, Holland, Belgium, Spain, and on the islands of Cyprus and Bahrain.

Questionnaires were mailed to sixty-eight junior and senior high school librarians in the European area. Thirty-six replies were received. A copy of the questionnaire is in the Appendix of this paper.

This survey revealed mainly the attitudes of librarians. It could have been completed by the principal or another teacher but none chose to do so. However, two English teachers and two principals did help their librarians fill out the survey.

SELLING OF PAPERBACKS

The majority of schools sell paperback books through their paperback book clubs. Many students join Scholastic Bookclubs so they may purchase paperback books. This is extremely important for the students located overseas because it is difficult for them to secure paperback books on their reading level and interest. The librarians in general seemed to be pleased with the selections offered by the paperback book clubs.

One-third of the schools held occasional book fairs. All of these were held yearly with the exception of one school which held them every four years. Only six librarians were responsible for helping with the paperback book fairs. One of the librarians sponsors a paperback book fair with the help of the "Unabashed Readers," which is the name of a readers' club. Another librarian inherited a book fair because the school nearby had over-ordered in the thousands. The fair was well received so they are considering this project for another year. Two of the book fairs were part of a P.T.A. carnival and English departments sponsored the other book fairs.

Only two schools reported that they operated a school store. These were run by teachers with the aid of students from the National Honor Society. The majority of military schools are not allowed to operate a school store because the Stars and Stripes Bookstores, located

on military bases, will not allow anyone to run a store in competition with their establishment. The legality of this is being questioned and in many military bases this restriction has been lifted.

UTILIZATION OF PAPERBACKS

The largest use of paperback books in our schools is as textbooks or supplementary texts in the classroom. Ninety percent of the English department textbooks are paperback and 80 percent of the science department textbooks are paperback. The rest of the departments have over 50 percent of their textbooks in paperbacks. This amount of paperback textbooks is increasing every year. The English department is given one dollar per student to purchase additional paperbacks they cannot secure through military supply channels. The other departments are using P.T.A. funds to purchase additional paperback textbooks. When paperbacks are used as textbooks they are loaned to the student.

The second largest usage of paperback books in our schools is found in the school library. The survey clearly indicates that the majority of librarians are in favor or indeed enthusiastic about the use of paperbacks in the high school library. Yet, when considering the amount of money the librarians were willing to spend on paperbacks each year, the amount is extremely small. Only six librarians were willing to spend 10 percent of their budget on paperbacks. One librarian spent 9 percent, 3 librarians spent 5 percent, 1 librarian spent 4 percent,

4 librarians spent 2 percent, and 2 librarians spent 1 percent. Many librarians allocated nothing in their budgets for paperback books. Ten librarians reported that all the paperbacks they secured for their libraries were donated by the community individually or by such organizations as the Thrift Shop. The P.T.A. seemed to provide an extra stimulus for the purchase of paperback books. The P.T.A. provided the library with funds but with the stipulation that the money would be used only for the purchase of paperback books.

REASONS FOR UTILIZATION OF PAPERBACKS

Despite the factors of short usage and theft, all the librarians, except three, did indicate they expected the usage of paperback books to increase in their libraries and throughout the school.

What were the major reasons given by the librarians for their utilization of paperbacks? The table following lists their reasons.

Table 6. Major reasons for using paperback books in the overseas school libraries.

Rank	Reason
1	Students like them.
2	Less expensive than hardbound.
3	Practical for short term use.
4	Many paperbacks unavailable in hardbound.
5	Require less space than hardbound.
6	Do not have to be processed and cataloged.
7	Donated to library.
8	Good for second or third copy.

REASONS FOR NON-UTILIZATION OF PAPERBACKS

Why were the librarians enthusiastic about the use of paperbacks but not willing to spend a large amount of money for their purchase? The main reason that many librarians are hesitant about purchasing a paperback book is the problem of theft. The small size makes it easy for students to hide them as they walk out of the library. The majority of librarians wanted to spend more money on paperbacks because they are so popular with the students but their budgets just couldn't afford the loss.

The librarians that expressed concern about the theft of their paperback books should take a moment to seriously consider this remark made by several principals: "We don't consider a stolen book as serious a problem as a book that sits on a shelf all year long and is not utilized."

The atmosphere of media centers might be a contributing factor in book theft. The librarian who stands guard at the doors or watches the student's every move in the center because they believe this will act as a deterrent to book theft should re-evaluate this measure. Many students will refrain from theft because of this action but others will view this as a challenge to their ingenuity in the art of stealing. A media center where the students are allowed freedom to explore the materials available certainly would create a better atmosphere. This would improve the students' attitude and probably even decrease the amount of theft. Remember that students live up to our expectations.

Another reason the librarians were hesitant in their purchase of paperbacks is due to their limited amount of usage. A paperback book only lasts for ten circulations or if the paperbacks are poorly bound the books may fall apart after one person has used them.

UTILIZATION OF PAPERBACKS IN THE CLASSROOM

The next table will show the reasons for using paperbacks as texts or supplementary texts in the overseas schools.

Table 7. Major reasons for using paperback books as texts or supplementary texts in the overseas school system

Rank	Reason
1	Gives teachers more flexibility in the curriculum (can make changes from class-to-class and year to year).
2	Students like them.
3	Provide useful and inexpensive supplements to regular textbooks.
4	Gives teachers more flexibility in dealing with individual differences of students.
5	Less expensive than hardbound books, so our budget goes farther.

It is interesting to compare the results of the national survey shown on page 10 with the survey taken in the overseas schools. The rank of reasons for the use of paperbacks is almost identical in each survey.

Comparing the rank of reasons for using paperbacks as texts and in the library it is interesting to notice that the reason that students like them was one of the prime considerations for their purchase in the overseas schools.

Comparing the two tables again we find that the librarians are interested more in the money-saving aspects of paperbacks than the classroom teacher.

PAPERBACK BOOK SELECTION

The majority of the paperback book selections for classrooms was done by the classroom teacher with major assistance from the curriculum coordinators and department chairmen. Six administrators and six suppliers were involved in the selection. Only seven librarians were involved in the selection of paperback textbooks.

Of course, the librarian was the most prominent person in the selection of the paperbacks for the library. But classroom teachers, curriculum coordinators, and department chairmen did give active assistance to the librarian. Only six suppliers and five administrators participated in any library selection. Students were included in the group of personnel involved in the selection of paperbacks for the library but only four librarians included them on their lists. At last we are beginning to recognize the students' rights in book selection.

SOURCES USED TO SELECT PAPERBACK BOOKS

The classroom teacher and the librarian were asked to identify the list or sources they used to select paperbacks for their schools. The tables following show their choices. The choices will be listed according to their frequency of use. The most frequently used source will be listed first.

Table 8. Sources or lists used by librarians to order paperbacks for the overseas school system

Rank	Title of Sources and Lists
1	Library Journal
2	Paperbound Books in Print
3	Paperbound Book Guide for High School
4	National Council Teachers of English
5	Paperback Goes to School
6	Media and Methods
7	Publishers Weekly
8	Publishers catalogs
8	Catalog from paperback book clubs
8	Booklist
9	Bibliographies sent by the school system

Table 9. Sources or lists used by personnel to order paperbacks for the overseas school system

Rank	Titles of Sources and Lists
1	Paperbound Books in Print
2	National Council Teachers of English
3	Library Journal
4	Paperback Goes to School
5	Paperbound Book Guide for High School
6	Media and Methods

The two lists show clearly that a wide variety of sources were consulted in the purchase of paperback books by the librarians and other school personnel.

PREBOUND PAPERBACK BOOKS

Only twelve librarians purchased prebound paperbacks for their schools. Many felt that the extra money spent on prebounds defeated the purpose of purchasing paperbacks. They felt the extra money required for the purchase of prebound paperbacks could be utilized in a more effective manner.

Thirty-two librarians classified, cataloged, and processed their paperbacks. Many librarians stated that they completely cataloged their paperbacks because of the processing service provided by the central office.

PAPERBACK BOOK SHELVING

Only twelve librarians shelved their paperbacks separately. Seven had some of their paperbacks shelved separately and the rest of the librarians surveyed had their collection integrated with the hardbound books. The major reason given for this type of shelving was the lack of space and the difficulty in securing paperback book racks.

Special teachers in the fields of remedial reading, guidance, special education, art, music, speech, and health use paperbacks in their work.

LIBRARIANS' OPINIONS CONCERNING PAPERBACK BOOK UTILIZATION

The librarians weren't especially shy about expressing their opinions about the value of paperbacks. There was a great spectrum of opinions expressed; most were favorable. The following comments were typical of those expressed:

"Students simply seem to like paperbacks perhaps one reason being they are easy to carry around."

"They have special appeal for the reluctant reader."

"I know students prefer to check out paperbacks but I find they do not treat paperbacks with the respect they do a hard back. I find paperbacks have a short life and are not worth the money put into them, especially if one is trying to build up a library collection."

"The life of a paperback is about one year and since it takes so long to get books overseas it is better to buy hardbacks."

"Students prefer to check out paperbacks from the library and we have been able to supplement all levels of reading in the collection."

"Even for schools with large budgets, I believe paperbacks should be considered expendables because of the heavy rate of damage, theft and loss. Although I believe it worthwhile to catalog them and place them with other books for bait."

"Paperbacks are extremely popular with our students. They prefer a paperback book to a hardback of the same title because 1) lighter to carry around 2) if lost, cost less to replace 3) hardbacks are some how more square--paperbacks are more informal and you don't have to apologize to your friends for reading a paperback."

"For all readers because they stimulate interest areas and give peer group acceptance. They really turn students on to reading development."

"Students prefer paperbacks - one might say they almost demand them. Problem: you do not get ten circulations from a paperback. When you do inventory you find almost all are stolen."

"Paperbacks are extremely useful and desirable. Their usage will increase greatly as individualized programs are more extensively used in our schools."

"They work well for us. The students use them mostly for recreational reading."

"Fader's comments and suggestions covering paperbacks fits our situation well. The students turn on and identify with paperbacks, especially the reluctant reader."

Chapter 4

SUMMARY

All educational personnel have accepted paperbacks. The use of paperbacks as textbooks is increasing at a faster rate than the use of paperbacks in the library. Librarians should purchase more paperback books. Our clientele has shown media personnel that they will utilize paperback books. Despite this fact many media personnel still hesitate to use them. Librarians must re-evaluate their ideas toward paperback books and accept their limitations. This will enable librarians to see them in a true light and thus utilize them in the proper way. The demand for paperback books is here and librarians must not fail to meet it.

Paperback publishers have spent thousands of dollars on the designing of covers that would attract readers. Yet, our survey clearly indicated that most of the librarians had their paperback book covers hidden from view because of the way they were shelved. With a little ingenuity on the part of the librarian this factor may be utilized. The Industrial Arts Department can build display racks or secure boxes which can be painted and used as temporary face-out shelving.

Librarians must work with special teachers to make them more aware of the large amount of paperbacks available in their fields.

A list of paperback textbooks must be compiled and placed in the Instructional Materials Center. This way the educational personnel can be made aware of all the paperback books available for their use.

Paperback book fairs and bookclubs must be put to greater utilization by the media center personnel. They are a great way to promote reading interest and make additional money for the Instructional Materials Center. Book clubs are a good means of building paperback book collections.

The survey results clearly indicated that the medial personnel did expect paperback book utilization to increase in their facilities. It would be interesting to take this survey in another ten years to see if this fact actually did occur and what affect this would have on the media center.

Paperback books are here to stay so librarians must not be content to follow but should lead the way for increased paperback book utilization.

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APPENDIX

SCHOOL PAPERBACK SURVEY

GENERAL INFORMATION

1. Title of person completing this questionnaire:

_____ Librarian _____ Other (specify)
_____ Principal

2. Approximate enrollment of your school:

Secondary

_____ under 300 students

_____ 301 to 600

_____ 601 to 1,200

_____ 1,201 or more

3. What is the total number of titles in the library?

PRINT

_____ under 2,500

_____ 2,501 to 5,000

_____ 5,001 to 10,000

_____ 10,001 to 15,000

_____ 15,001 to 20,000

_____ over 20,000

NON-PRINT

_____ 2,500

_____ 2,501 to 5,000

_____ 5,001 to 10,000

_____ 10,001 to 15,000

_____ 15,001 to 20,000

_____ over 20,000

4. Grade level served by your school

_____ 7 - 12

_____ 9 - 12

_____ 7 - 9

_____ 10-12

_____ 7-10

_____ other

10. How would you appraise the attitude of the following groups to the use of paperbacks in your school system?

	Opposed	Indifferent	Favor	Enthusiastic	Don't Know
Principal	_____	_____	_____	_____	_____
Dept. Chairmen	_____	_____	_____	_____	_____
CRC Comm.	_____	_____	_____	_____	_____
Faculty	_____	_____	_____	_____	_____
Librarian	_____	_____	_____	_____	_____
Students	_____	_____	_____	_____	_____

11. Do you expect your use of paperbacks to increase or decrease in the coming years?

	Increase	Decrease	Same	Don't Know
As textbooks or supplementary texts	_____	_____	_____	_____
For library circulation	_____	_____	_____	_____
Bookclubs	_____	_____	_____	_____
Student bookstore	_____	_____	_____	_____
Classroom collections	_____	_____	_____	_____

12. When paperbacks are used as textbooks, what is your policy on their purchase?

_____ they are loaned to the students.

_____ the students purchase them.

_____ they are given outright to the students.

_____ not used as textbooks.

13. If you use paperbacks, check those reasons that motivate you to use them.

a) For your library check off

_____ less expensive than hardbound books, so our budge goes farther.

_____ practical for short term use.

_____ students like them.

_____ many paperback titles are not readily available in hardbound.

_____ require less space than hardbound books.

_____ do not have to be processed and catalogued.

13. (continued)

_____ other (please specify) _____

_____ do not use paperbacks in library

b) As texts or supplementary texts check off

_____ less expensive than hardbound books, so our budget goes farther

_____ students like them

_____ give teachers more flexibility in curriculum (can make changes from class-to-class and year-to-year)

_____ give teachers more flexibility in dealing with individual differences of students

_____ provide useful and inexpensive supplements to regular textbooks

_____ other (please specify) _____

_____ do not use paperbacks as texts or supplementary texts

Please star items most important

14. Which of the following special teachers in your school use paperbacks in their work?

_____ remedial reading

_____ music

_____ art

_____ guidance

_____ teachers of handicapped

_____ others (please specify)

15. Do you purchase any prebound paperbacks for your library collection?

_____ yes, extensively

_____ yes, a few

_____ yes, some

_____ no

16. Are the paperbacks in your library collection classified, catalogued, and processed for circulation?

_____ none are

_____ a few are

_____ many are

_____ most are

17. Are the paperbacks in your library collection shelved with hardbound books or shelved separately?

_____ integrated

_____ shelved separately

_____ other

_____ don't know

If answer is "other," please explain.

18. If shelved separately, are they displayed face out?

_____yes _____no

SELECTION OF PAPERBACKS

19. Which of the following personnel are involved in the selection of paperbacks for classroom use?

a) classroom use

_____classroom teachers	_____librarians
_____curriculum coordinators	_____other administrators
_____department head	_____supplier

b) library use

_____classroom teachers	_____librarians
_____curriculum coordinator	_____other administrators
_____department head	_____supplier

20. Please indicate which of the following lists or source you use to select or identify titles in paperback. Since you may use different materials to select titles for library and curriculum use, and for the paperback store in your school, please check both columns. Then check, in the last column, those you find you use most frequently.

	Classroom	Library	Paperback Bookstore	Check any you use heavily
Library Journal	_____	_____	_____	_____
Media and Methods	_____	_____	_____	_____
The Paperback Goes to School	_____	_____	_____	_____
Paperbound Book Guide for H.S.	_____	_____	_____	_____
Paperbound Books in Print	_____	_____	_____	_____
Publishers Weekly	_____	_____	_____	_____
National Council of Teachers of English	_____	_____	_____	_____
Other (please specify)	_____	_____	_____	_____

21. Are you able to procure bookclubs selections as titles?

_____yes _____no _____don't know

22. In your experience, about what percentage of school paperback bookclub titles are satisfactory for your student's needs?

School needs

Recreational needs

_____under 50%
 _____50%
 _____75%
 _____90%
 _____over 90%

_____under 50%
 _____50%
 _____75%
 _____90%
 _____over 90%

23. Does your school hold paperback book fairs? If "yes," how many times annually?

_____yes, once a year _____yes, four or more times a year
 _____yes, twice a year _____no
 _____yes, three times a year

Who sponsors the paperback book fairs? _____

PAPERBACK BOOKSTORE

24. What is the title of the staff member who has responsibility for managing your store?

_____Administrator _____Cafeteria manager
 _____Librarian _____Other (please specify)
 _____Classroom teacher

25. Which of the following are involved in the selection of titles to be sold in your store?

_____Administrator _____Students
 _____Librarian _____Other (please specify)
 _____Classroom teacher

26. When a quantity of a given title is needed for classroom or library use, do you process the order through the school's bookstore?

_____yes _____no _____don't know

27. From whom do you purchase the paperback books used in your school?
(You may check more than one.)

_____ Local bookstore _____ Local magazine paperback
 _____ National paperback wholesaler _____ Jobber (usual book wholesaler)
 _____ Direct from publisher _____ Prebinder _____ other (please specify source)

28. What is the frequency of contact you have with salesmen or representatives of the following sources:

a) Personnel

	<u>FREQUENT</u>	<u>OCCASIONAL</u>	<u>NONE</u>
Local magazine wholesaler	_____	_____	_____
National paperback wholesaler	_____	_____	_____
Publisher's representative	_____	_____	_____
Local bookstore owner	_____	_____	_____
Jobber (usual book wholesaler)	_____	_____	_____

b) Correspondence

	<u>FREQUENT</u>	<u>OCCASIONAL</u>	<u>NONE</u>
Local magazine wholesaler	_____	_____	_____
National paperback wholesaler	_____	_____	_____
Publisher's representative	_____	_____	_____
Local bookstore owner	_____	_____	_____
Jobber (usual book owner)	_____	_____	_____

29. EXPENDITURES FOR ALL BOOKS

The questions below are most important. Estimates will be satisfactory, but actual budget figures are much preferred. Please fill in your school budget for this year, then indicate the percentage of that budget used for paperbacks.

Textbooks	_____ %	of this for paperbacks	_____ %
Library books	_____ %	of this for paperbacks	_____ %
Classroom collections	_____ %	of this for paperbacks	_____ %

How many students are served by the above books? _____

Your comments, please:

What effect has the availability of paperbacks had upon gifted, average, and reluctant readers in your school? We want your personal observations of any kind about the use of paperbacks in your school, and student reaction to them.

Your name and address (optional)